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ABSTRACT

The purpose of this handbook is to help communities initiate small grant programs for teachers using the one currently operating in Pittsburgh (Pennsylvania) as a model. Small grant programs, in which teachers compete for community-sponsored grants to carry out innovative projects with their students, are described as meeting two needs: new resources are brought to the classroom, and education's isolation from business and the community is broken down. Six key considerations in planning a program are discussed: (1) obtaining school district commitment; (2) forming a grant review committee; (3) raising funds; (4) coordinating the program; (5) publicizing the program; and (6) awarding grants. Review committee guidelines for awarding grants are offered as well as a checklist for program planning and implementation. Once the program is operating successfully, it is recommended that greater community-school cooperation be sought through additional avenues. An address and telephone number are provided for further information. (DC)

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SMALL GRANTS FOR TEACHERS: A HANDBOOK

This handbook has been prepared by the Allegheny Conference on Community Development with the support of The Ford Foundation, to help communities initiate small grants for teachers programs.

The Allegheny Conference is a privately-funded, nonprofit organization that carries out the civic agenda of the corporate leadership in Pittsburgh, Pennsylvania. In 1978, the Conference established a small grant program, as part of an education fund that now sponsors a broad range of activities in support of the city's public schools.

The Claude Worthington Benedum Foundation, The Buhl Foundation, Henry C. Frick Educational Commission, Westinghouse Electric Corporation and the Willa Cather Fund of The Pittsburgh Foundation have provided support for Pittsburgh's small grant program.

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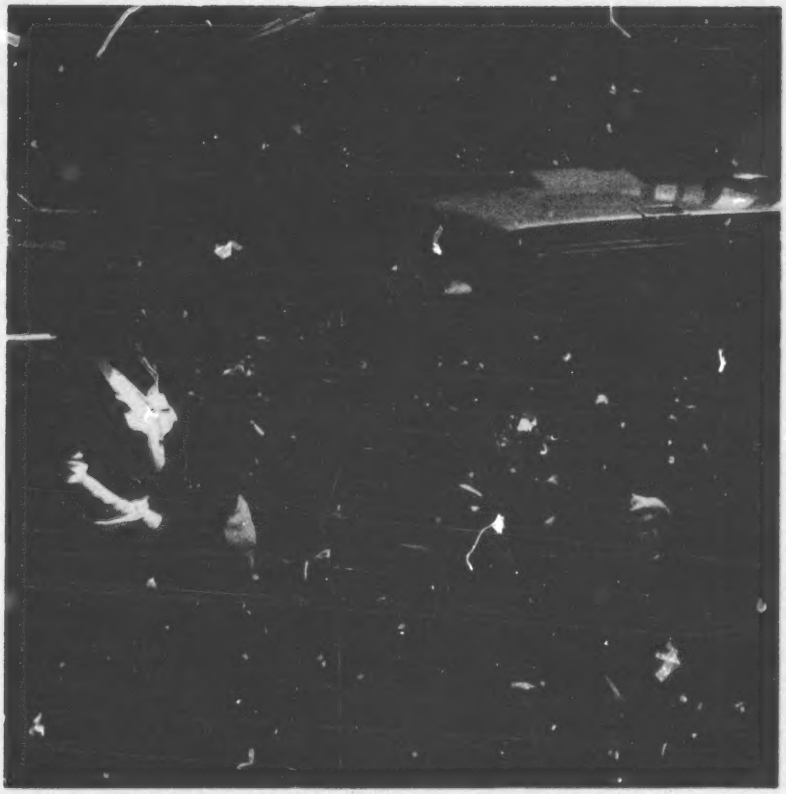


"Bravo for small grants!
The friendships that blossomed
between the handicapped class and
ours made it a very special year."

Elementary School Teacher

Small Grants for Teachers: An Introduction

Small grant programs have evolved to meet two needs present today in most public school districts. First is the need to bring new resources to bear in the classroom, the focal point of education. Second is the need to break down the school district's isolation from business and civic leaders, from municipal government, and from community members who may not have children in the public school system.

In a small grant program, teachers compete for community-sponsored grants of approximately $400 each to carry out innovative projects with their students. The grants encourage and reward imaginative teaching, directly benefit pupils, and foster cooperation between communities and schools.

The program works like this: A community raises funds to cover the cost of implementing classroom projects. Teachers, in every subject area, submit proposals for consideration by a review committee composed of community leaders. Selected proposals receive funding and public recognition, and are expected to be carried out within a year of the grant award date.

Small grant programs aren't a new idea. Efforts similar to Pittsburgh's have been implemented in other parts of the country. This handbook is intended to help communities without a program to get one started, and to share insights from Pittsburgh's successful experience with districts where programs are already underway. We hope you find it useful.

The Small Grant Model: Effective, Adaptable and Easy to Start

Effective The prime goal of a small grant program is to reward teachers with the opportunity to put exciting and often long-cherished ideas into practice.

Small grants allow teachers to enrich the standard curriculum in ways that directly affect students' day-to-day classroom experiences. Pittsburgh's small grant activities—some of which are highlighted throughout this handbook—have ranged from projects in regular academic areas to those in the arts, vocational training and special education.

But the benefits don't stop with the completion of each individual grant. Often, other teachers adapt resulting ideas for use in their own classrooms. Materials developed in small grant projects frequently became part of a school's regular curriculum. Grants can also attract additional community resources which may continue in use for years. The excitement and innovation generated by a single grant can influence the learning environment of an entire school.

Small grant programs can also be used to foster broader cooperation between communities and schools. Schools benefit from the infusion of outside resources and expertise, and from the opportunity to publicly spotlight examples of superior teaching. Business and civic leaders on the grant review committee learn about the schools first-hand and become identified as active participants in efforts to achieve quality education. In Pittsburgh, this kind of cooperation has led to the creation of a privately-sponsored education fund that now supports a broad range of public education programs.

Small grants are effective because they put community funds directly into the classroom, where they can do the most good. Also, the program can serve as the basis for still further community-school cooperation. Civic and corporate leaders on the Pittsburgh grant committee unanimously agree: a limited expenditure in a small grant program can have an extraordinary impact on local public education.

Adaptable Small grant programs can be adapted to meet the needs of any school district.

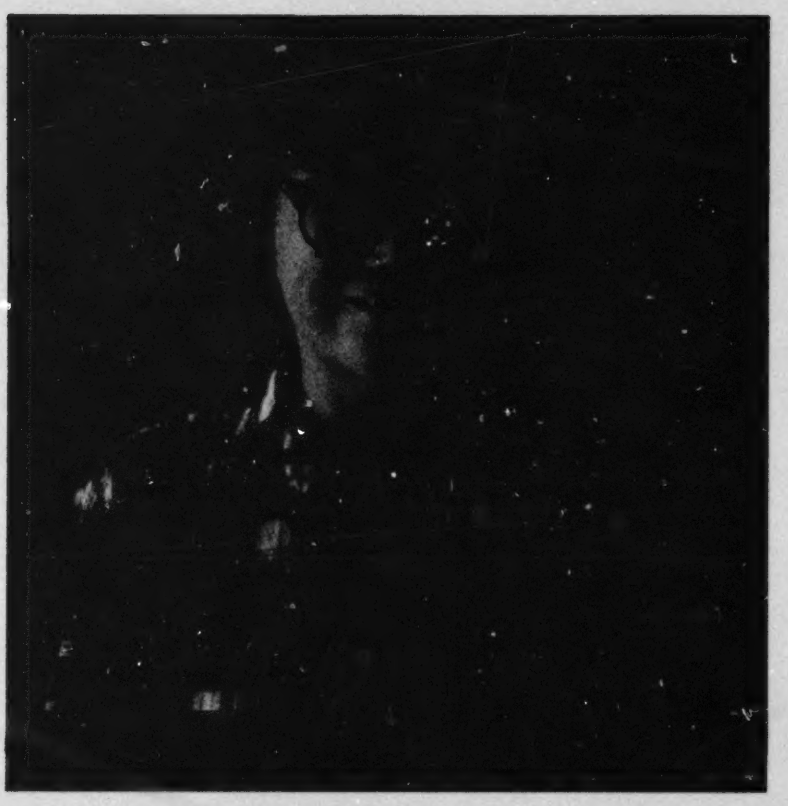
The Pittsburgh effort, called the Mini-Grant Program, has awarded roughly 50 grants each year, totaling $20,000 annually — in support of a school system with 43,000 students enrolled in more than a hundred schools. But you can begin by making just a couple of grants each year, with as little as $1,000. The program can be started district-wide or in selected pilot schools, with the possibility of future expansion.

Funding sources can be as varied as program size, ranging from foundation and corporate support to contributions from local businesses and private individuals. A civic group, service organization or PTA can even raise the funds through special activities and events.

The point is this: small grant programs aren't just for large, urban school districts like Pittsburgh. You can start one in your community—whatever its size, location or economic base.

Easy to Start What does it take to start a small grant program? All you need is school district commitment, an active grant review committee, a small pool of funds, a program coordinator and effective publicity.

With interest, imagination and energy, any community can get a program started and keep it running smoothly. The following pages offer some insights on how to do just that.



"We did an experiment, with half of the class on a special diet. It sure made you think about nutrition."

Middle School Student

Planning Your Program: Six Key Considerations

School District Commitment

The first step in planning your program is to discuss the small grant concept with your superintendent of schools.

Support at the school district level is essential for securing teacher involvement and administrative cooperation, and for facilitating scheduling changes, field trips or other arrangements needed to implement specific classroom projects. Just as important, district support is a critical element in achieving the long-range goal of broader school-community cooperation.

When your program is actually ready to begin, you may need to get formal school board approval to proceed. But once you've gotten an informal go-ahead, you can start to think about forming a review committee and raising small grant funds.

The Review Committee

You can form a grant review committee at the very outset of your planning process, so the committee can play a part in raising needed funds. Or you can raise a pool of contributions first, to encourage participation on the part of prospective committee members, by presenting them with a funded program, ready to go.

Either way, you should think about committee formation in the light of long-range objectives as well as short-term administrative needs.

Administratively, the committee must establish general policies and make knowledgeable evaluations of grant requests. To accomplish broader goals, its membership should include people in top-level positions who can best link the community and the schools.

Drawing members from the outside community—as opposed to forming a review committee of teachers and school system staff—is essential to achieving fresh insights and the objective of bringing non-traditional resources into the schools. Teachers feel freer to submit creative ideas when they're not being judged by their supervisors or other administrators in the system. Moreover, since community funds are being distributed as grant awards, the community should be fully represented.

Membership on Pittsburgh's nine-person review committee includes:

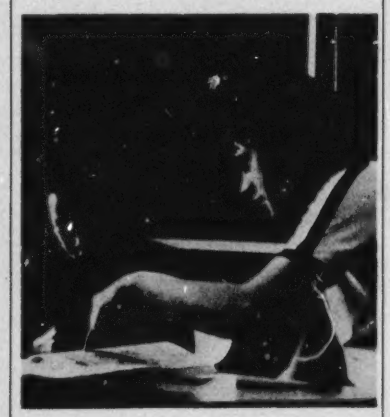
"I used to be in a class like this; it's good to come back and help."
—High School Student
Peer Tutuoring ($500 Grant)

Grant award teacher, Karen Aka, interviewed and hired learning disabled high school students to tutor the members of a primary-grade learning disabilities class. In doing so, she planned to help the high school students gain important pre-vocational skills—through the experience of applying for and holding the tutoring job, and through weekly training sessions in such areas as filling out applications, interviewing, punctuality and more. Additionally, she wanted to provide the primary students with special attention in basic reading skills, along with support and encouragement from peers who have experienced similar difficulties.

By the end of the eight-week program, academic skills had improved for some of the primary students. However, the interpersonal success of the project may have been even more significant. The project's final session turned out to be a rather emotional event. The students had formed strong bonds of friendship and concern—and everyone seemed sad to see the program end.

One tutor observed: "I used to be in a class like this; it's good to come back and help." "I never thought I could help somebody learn," said another, "but my students really did."

All the students—tutors and pupils alike—benefited from the project and said they would gladly do it again.



- The superintendent of schools—to ensure top-level support from within the system, for the grant program and for further community-school cooperation.

- Three corporate and foundation representatives, plus the Allegheny Conference Assistant Executive Director—essential as links to the private sector.

- One of the mayor's administrative advisors—as a link to municipal government.

- The Education Director of the Urban League—as a representative of the community's civic leadership.

- The teachers' union president—to provide a valuable perspective on the educational process and needed cooperation for any future planning affecting the schools.

- A professional educator from outside the school district—to offer further insight on the educational merit of various grant proposals and to represent outside educational resources available to the schools.

Your personal meetings with prospective committee members represent a good opportunity to gather support for the small grant concept and for community involvement with the public schools. The community leaders you're contacting will appreciate your presentation of a well thought-out program and the fact that committee participation will make only limited, realistic demands on their time and energy. The Pittsburgh review committee, for instance, meets just twice each year to select winning proposals, establish policy, evaluate the program and to discuss other educational issues.

Fund Raising

Funds for your program can come from just about anywhere: an active community group, local businesses, private individuals, unions, corporations or foundations. The amount you raise can range from $1,000 for a small district to $50,000 or more for a large city school system. But whatever the source or amount, it's important to think of the money you raise as more than just a resource for encouraging innovative teaching.

Quite apart from the good these funds can do as small grant awards, they have major significance as a symbol. For schools, they serve as a tangible expression of real community support—not just suggestions or good intentions. For businesses, foundations or civic groups, the contributions represent perhaps a first, tentative step toward active involvement in local, public education.

The goal of fund raising is more than just collecting a certain dollar amount. It's equally important to make contact with any sector of the community that can ultimately help bring resources, insight and expertise to the schools. Fund raising becomes a way of introducing the small grant idea and making the case for community involvement in support of the public schools. (See "Looking to the Future," page 25.)

After hearing about the program, some groups may want to support your effort, but won't be able to contribute financially. They may, however, be able to provide needed office space, publicity, secretarial or bookkeeping support, or even a staff member or loaned-executive to serve as the program coordinator.

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"When you see our mural, you understand its success."
—Elementary School Teacher
Mural ($230 Grant)

Northview Heights Elementary School is isolated on a hilltop in an economically disadvantaged neighborhood. Teachers, Della Whitaker and Andrew Baxter, wanted to brighten the school's location and to help instill its students with school and community pride. Through their initiative and small grant funds, 550 students in kindergarten through sixth grade undertook a 90-foot mural project on an outside courtyard wall.

Students studied slides of professionally-painted walls and developed mini-murals in their art classes. Then a committee solicited student and staff ideas, selecting "A Flower Garden" as the mural theme, because it allowed students of all ages and abilities to participate.

In April, students applied the first coats of paint and excitement in the school became almost tangible. As the mural took shape, expenses arose beyond the grant amount, so a parent-teacher group contributed funds to complete the project, multiplying the effectiveness of original grant dollars.

Older and younger students worked together, earning mutual respect and sharing pride in their group accomplishment. The finished mural has proved to be a focal point of school, and even community, pride. Two years after its completion, it remains untouched by a single mark of vandalism. A garden of bright flowers, insects and birds, the mural has exceeded everyone's highest hopes.

Program Coordination

For a program that receives about 120 applications and awards 50 grants annually, in support of over 100 schools, the coordinator's position is slightly less than a half-time job.

In Pittsburgh, the coordinator's time, plus secretarial and bookkeeping support, is donated by the Allegheny Conference. You might think of approaching your local chamber of commerce or various civic groups for funds to hire a coordinator. Alternatively, you could fill the position each year with a different executive, on loan part-time from a local company. In any event, it's a good idea to arrange for program coordination and supporting services as separate contributions, apart from the regular program budget, so that all the funds raised can go directly to grant awards.

However you secure his or her services, the coordinator must be a special kind of person, with the skills of a careful administrator plus the enthusiasm and sensitivity needed to encourage teachers and administrators to participate wholeheartedly.

The coordinator publicizes the program within the schools and throughout the community; encourages teachers to apply; keeps a file documenting each project; talks informally with teachers to make suggestions and to provide support; visits and evaluates projects in progress; solicits interim and final reports from teachers; and prepares a summary report for the review committee and the community at large.

Enthusiastic and capable coordination is crucial to the success of your program. Don't stop looking until you've found the right person for the job.

Publicity

Perhaps the most important aspect of the coordinator's job is publicizing the program—communicating with the schools and the community about its goals, its possibilities and its success to date.

The main objective of in-school communications is to encourage teachers to apply for grants. Posters, announcements in school publications, and the distribution of brochures and application guidelines can all help to get the word out about your program. But these written communications can't do the job alone. They must be supplemented with the coordinator's personal contacts on behalf of the program. The coordinator should talk with teachers, supervisors, parents, principals and other administrators—individually, at principals' and faculty meetings, at PTA events, or at gatherings arranged specifically to introduce the small grant concept.

Typically, the coordinator begins publicizing the call for grant proposals six to eight weeks in advance of the application deadline, but if your program is just getting started, the process will probably take more time.

Communication with the community at large serves a number of purposes. It highlights superior public school teaching, lays the groundwork for future funding, and promotes the idea of community involvement with the schools. Here, again, formal communications such as press releases, public service announcements, talk show appearances and speaking engagements can play an important part. But informal discussions with reporters, editors and community leaders can do just as much

"Students assigned to Basic Geometry used to feel it was a mark against them. Now they're proud to be in this class."
—High School Teacher
Geometry and Art ($180 Grant)

Math teacher, Catherine Jatkowski, and art teacher, James Strother, teamed up to reinforce geometry concepts by applying them in art. Their tenth grade students typically worked for three weeks on geometry followed by one week of art. Small grant funds provided books and supplies not available through the school.

This successful project was renewed the following year, this time for work with 18 low and under-achieving students. Their Jurgenson Basic Geometry scores rose from 1.7 (D) to 2.2 (C) during the course period. As with the previous year's class, no students failed and all have decided to continue studying math.

Subsequently, Mrs. Jatkowski received another grant award, providing resources for students to study women and minority members who had made math contributions and to research possible math-related careers for themselves.

Both the "Geometry and Art" and "Math Minorities" emphases have become ongoing parts of the school's geometry program.

to foster support for the schools. The program coordinator and members of the review committee should take every opportunity to talk about the small grant program. You can never tell who might offer some useful insight or other contribution to your effort.

A special event to honor grant award teachers—held annually or every few years—can be one good mechanism for giving interested community members and media representatives a feel for the program. The gathering can be used to explain the concept, to show slides from small grant projects and to let teachers from various schools meet to share ideas.

In Pittsburgh, funds to sponsor such a special event and to cover the cost of publicity—printing posters, brochures, applications and an annual report—have been raised independently, so that all regular program contributions go directly to small grant awards. But many other options are open to you. You might, for instance, see if local firms will donate staff time to prepare publicity materials. Your schools' art or vocational education programs may have the capacity to print your materials for free or at nominal cost. Or you may seek help from the schools' public information office or your local chamber of commerce.

Whatever your plans for both formal and informal publicity, you should expect communications to be a major component of the coordinator's job. Effective efforts will be rewarded with strong community support and a good selection of grant applications from which to choose.

The Grant Process

Once you've raised funds, formed a review committee, chosen a program coordinator and gotten formal approval from the school board, you're ready to begin awarding grants. In Pittsburgh, the process works like this:

• Six to eight weeks in advance of the application deadline, the program coordinator publicizes the call for grant proposals.

• Teachers submit applications in mid-November and mid-February. The application form should be made as simple as possible, so that teachers are encouraged to submit ideas. Each application must be signed by the school principal involved—not as required approval, but to indicate his or her awareness of the grant proposal.

• As applications are received, the program coordinator contacts the sponsoring teachers, to talk with them personally and to get elaboration on the grant requests.

• The review committee meets several weeks after the application deadline, enabling the coordinator to make teacher contacts and to prepare a capsule summary of each proposal. The committee accepts, rejects or suggests revisions for each grant request. Once the review committee has acted, no further in-school approval is needed to implement a project.

• Two weeks after the review meeting, individual responses are sent to all of the teachers who applied. Lists of the approved proposals are sent to the school administration and board, to every school location and to the community media.

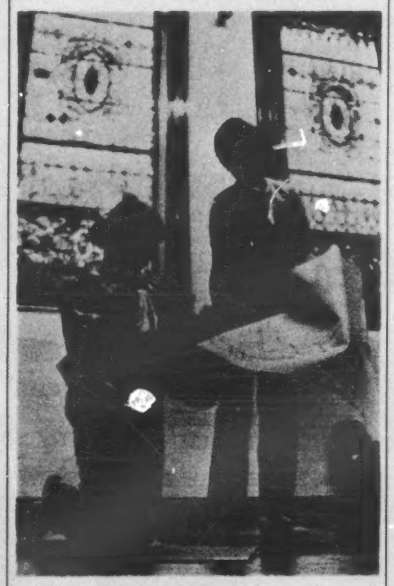
"Students come to this school and just think it's old. The grant opened their eyes to the wonderful things right here."
—Middle School Teacher
Architectural Heritage
($490 Grant)

Carolyn Hess' project expanded the curriculum at a Classical Academy (magnet school) into the new area of architecture, using the untapped resource of the school building itself.

She selected 25 sixth through eighth-grade students, none of whom participated in other special activities such as the scholars program. Meeting in free periods and after school, this group studied architectural vocabulary and styles, found and reviewed the school's 1898 blueprints, made rubbings and sketches, met with a noted architect and a professional photographer, and visited the city museum's architectural hall and the nearby historical society. Students pulled together these experiences in individual research papers.

The next year, students continued their work through group documentation of the building's features and through a comparative field trip to Frank Lloyd Wright's Fallingwater, funded partly from sources external to the grant.

Students became more aware of architecture, history and their own environment. Moreover, the grant has led to other architecture-related activities. A graduate student, for instance, has begun working with students on design plans for a hypothetical outdoor learning center at the school.



- The actual funding process, like the application, should be kept as simple as possible. Once a grant is awarded, teachers may request the funds to begin their projects. A personal check is made out directly to the applying teacher. Teachers are simply required to keep a record with receipts for all expenditures, to be included in their final report. More complicated procedures only make it difficult for teachers to apply for and receive the funds.

- Projects are to be carried out within one year of the grant award date, ideally the same school year as the award. This minimizes the possibility of changes in teacher assignments or workloads and encourages teachers to implement projects while the ideas are still fresh. During the course of each project, the program coordinator makes one or more visits to encourage the teachers involved and to evaluate the effort.

- Upon completion of each project, the teacher submits a final report, often accompanied with photographs of the project and samples of resulting student work.

- At the end of each grant period, the program coordinator prepares a written overview of each grant project for review by the committee. An annual report, based on these communications to the committee, can be used to secure funding to continue the program.

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"Thanks for the grant! More of my students are taking the Chemistry Achievement Test than ever before."

High School Teacher

Awarding Grants:
Some Review Committee Guidelines

Selecting proposals to be funded, from what may well be a group of many deserving applications, is a difficult, but exciting challenge. In Pittsburgh, we've found these guidelines helpful:

- Projects should directly involve students as fully as possible. A film developed for classroom use, for instance, should ideally be written and produced by students, as well.

- Grants can be used to compensate experts who come to work with students, but not to pay public school teachers or staff.

- Funds can be used to purchase equipment or to provide field trip transportation, but not when these are ends in themselves. Equipment and trips should be just one component of a well-planned whole, integrated with other curriculum materials and activities.

• Proposals that incorporate matching funds or community resources should be looked on favorably. (Students or PTA's might raise matching funds, for example. Community organizations could donate needed equipment, services or free admission to events.) Such outside contributions are a sign of commitment to the project and they multiply the effectiveness of the small grant award.

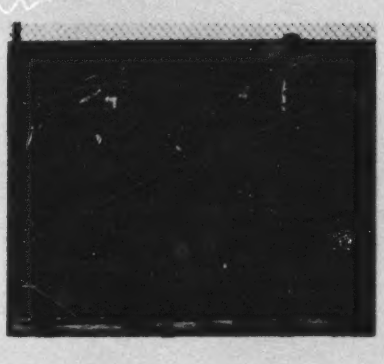
• Encourage interdisciplinary or team-teaching projects, or those which involve various age groups. These often have greater impact than single-classroom efforts, fill needs unmet in the regular curriculum and encourage more grant applications in the future.

• Review each proposal on its own merits, leaving maximum flexibility for review committee decisions. While general guidelines can be helpful, you'll need to accommodate outstanding exceptions, as well as growth and change in the review committee's perceptions of the program. Moreover, projects not appropriate in one time or context may be ideal in another. Concern for consistency should not rule out the funding of a good proposal.

• Variety in the proposals you fund is of course welcome, but remember that different projects, even if similar, will affect different groups of students. It's not unusual to see definite trends in applications during various grant periods. If, for example, the most imaginative proposals all happen to center on nutrition, you might still go ahead and fund them.

• The ability to communicate on an application form isn't always a measure of a teacher's ability to communicate with students. Good ideas can be buried in poorly-written proposals, so ask your program coordinator to elaborate on any that seem unclear. Also, don't constrain teachers with unnecessary requirements, such as typing the application or making duplicate copies. A minimum of bureaucracy encourages teachers to apply.

• If you don't receive enough strong proposals during a given grant period, don't feel obligated to fund some less-promising projects. You can always extend the deadline for accepting new applications, or simply hold the funds for use as future awards.

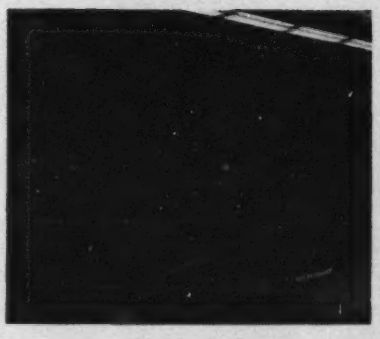


"Our grant enabled students to work with 15 visiting artists—and ultimately led to a year-long artist residency."

Teacher, High School for the Creative and Performing Arts

Getting Things Going: A Program Checklist

Your program planning and implementation will be influenced by local conditions. But, to help make the process as easy as possible, we offer the following checklist and timetable for use in monitoring your program.



☐ Adapt the program design to your school district. (Consider program size, potential funding sources, groups to contact and involve.)

☐ Make contact with the school district administration.

☐ Develop a tentative program plan: description, goals, budget, outline of review committee composition and program coordinator's position.

☐ Form review committee. (This may be postponed until after funds have been raised.)

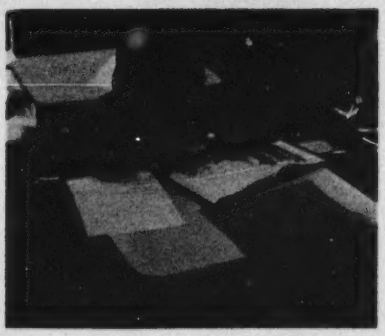
☐ Discuss the program with business and civic leaders. Secure commitments for funding, program coordination, supporting services, office space and publicity.

☐ Write a full program description, including committee membership, funds raised, other donations, and a program timetable.

☐ Review this plan informally with committee members, including the superintendent of schools.

☐ Secure official school board approval.

☐ Issue press release on program.



☐ Appoint program coordinator. Make final arrangements for office space and support services.

☐ Program coordinator prepares application forms, guidelines and other publicity materials. (September-October.)

☐ Coordinator meets with school principals, attends faculty meetings, distributes posters and applications. (October.)

☐ Coordinator contacts teachers personally, as applications are received. (October-November.)

☐ Application deadline. (Late November.)

☐ Coordinator makes needed teacher contacts and sends short, capsule summaries of the grant requests to review committee members. (Early December.)

☐ Review committee meets to act on applications. It approves, rejects or suggests changes to each grant request. (Two weeks after application deadline—mid-December.)

☐ Coordinator prepares personal letters to applicants and general publicity on award winners. (One week after review meeting.)

☐ Send individual responses to all applying teachers. Grant recipients should also be sent a letter for their signature, indicating agreement to program requirements. (One week after review meeting.)

☐ Release general publicity to schools, funding sources, interested groups and local media. (Several days after individual notices have been sent.)

☐ To initiate projects, teachers return letters, agreeing to follow simple financial procedures, to submit interim and final reports, etc.

☐ On receipt of each letter, a check for funding is sent directly to the teacher.

☐ The coordinator observes each project in progress and solicits an interim report.

☐ New application publicity begins, if your program includes two award cycles annually. (Early January.)

☐ Application deadline for second grant cycle. (Mid-February.)

☐ Coordinator prepares informal summary of interim first cycle project results. (March.)

☐ Review committee meets to consider first cycle results and second cycle applications. (March.)

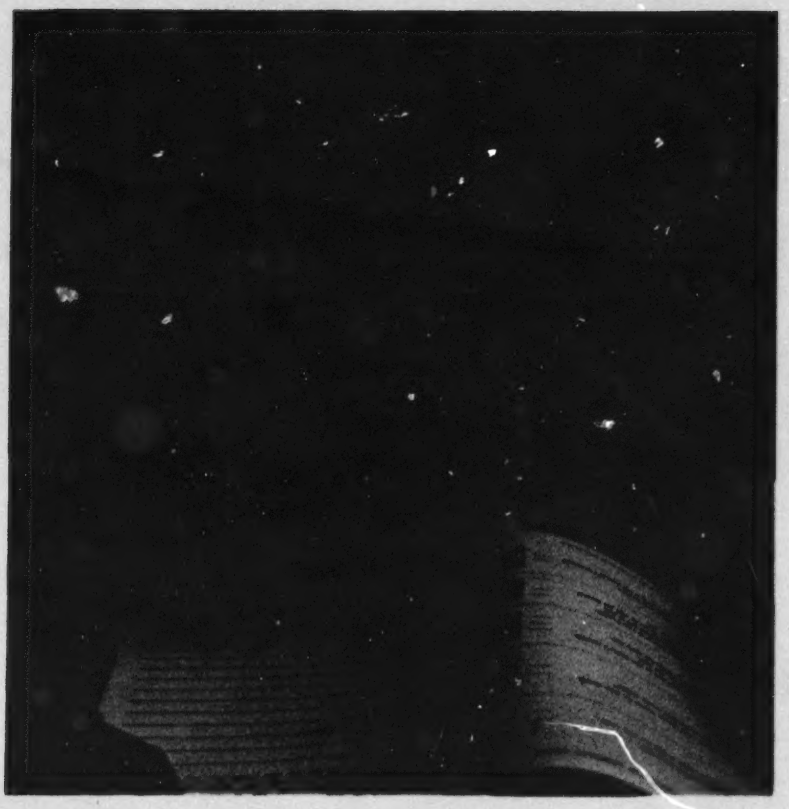
☐ Coordinator visits first cycle projects still in progress and second cycle projects as they get underway. (March, April, May.)

☐ Coordinator solicits interim and final reports as appropriate.

☐ Coordinator prepares annual report for the review committee.

☐ Annual report serves as the basis for ongoing program funding requests.

☐ Reception for grant award teachers, supporters of the program, and the local media. (Annually, or every few years.)



"Four mornings a week, students came early for special reading work. Parents got involved—and test scores really improved."

Elementary School Teacher

Looking to the Future:
Toward Broader Cooperation

Once your program is operating successfully, you can move toward even greater community-school cooperation.

Why is this so important? For the schools, cooperation helps bring new resources to the educational process—and it creates a constituency of interest and support, even among community members who may not have children enrolled in the public school system. For the community, the quality of local public schools is important to attracting and keeping residents, supplying local businesses with capable employees, and maintaining an informed, educated populace. Moreover, there's an intangible relationship between the spirit of a city or community and the quality of its schools. If the schools are perceived as declining, people are likely to view the area as declining, too.

Your small grant program puts you in a good position to encourage mutually beneficial cooperation. Review committee members and informed contributors already have the experience of supporting one successful program and are receptive to the idea of community involvement in the public schools.

You can present them with ideas for other programs to meet your district's particular needs. They can, in turn, suggest ways of finding the additional support these programs may require.

In thinking about new program possibilities, begin with needs expressed by community members, students, teachers and school administrators. Then, look for places where small concentrations of community funds, skills or services can have a particularly significant impact.

In Pittsburgh, community-sponsored efforts in support of the public schools include:

• The Allegheny Conference Education Fund, a working pool of private contributions that supports a broad range of education-related programs.

• Partnerships-in-Education, a program that pairs local businesses with individual schools to develop their own unique systems of support.

• Creation of a school communications handbook that details how parents, teachers and administrators can develop positive relations with the community that their school serves. A program of small awards to fund school communications projects has also been initiated.

• An Educator-in-Residence program that brings in outside experts to discuss educational issues of concern to the local community.

• Involvement in public information and orientation programs related to school desegregation efforts and creation of the city's magnet schools.

• Planning to meet the needs of teachers affected by lay-offs due to declining student enrollment.

• Support of the central administration's efforts in the general areas of public information, student achievement and operations management.

The possibilities in your community are limited only by your imagination and the dedication of school and civic leaders. But, whatever you hope to achieve through school-community cooperation, establishing a small grant program is a very good place to start.

"A grant can renew a teacher's zest for teaching. You can't put a price on that kind of benefit."

Small Grant Program Coordinator

Further Assistance:
How to Find Out More

If you're thinking seriously about starting a small grant program, you may want more specific details about program mechanics. To get more information, write:

Small Grants for Teachers
Allegheny Conference on
Community Development
3018 One Oliver Plaza
Pittsburgh, PA 15222

We'll send you a packet of materials used in the Pittsburgh program, including application forms, publicity pieces and sample letters to teachers and review committee members. A short film to introduce the small grant concept will also be available soon.

If you have further questions, call the Conference's Mini-Grant Coordinator at (412) 281-1890.